DOCUMENT RESUME

ED 153 951 SP 012 428

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TITLE Competency/Performance-Based Student Teaching Program.
PUB DATE [Oct 77]
NOTE 22p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Higher Education; *Performance Based Teacher Education; *Preservice Education; *Program Descriptions; *Student Teaching
IDENTIFIERS *Southern University IA

ABSTRACT

The competency-based, student teaching program of the Southern University (Baton Rouge, Louisiana) College of Education is described. The program basis is a listing of fourteen competencies (teaching skills) which provides a guide for structured and meaningful activities during the observation period, consistency in directing those experiences, and clear definitions of expected outcomes during the period. Overview and analysis of the following program components are provided: (1) planning and development; (2) pilot testing of the program and analysis of results; (3) further planning; (4) program objectives and goals; (5) staffing; (6) budget; (7) participant reactions; (8) evaluation methods and results; and (9) recommendations for others planning a similar program. (MJB)

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COMPETENCY/PERFORMANCE-BASED STUDENT TEACHING PROGRAM

DEVELOPED BY: Earline M. Simms, Ph.D.

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CATEGORY OF ENTRANCE:

"The Distinguished Achievement Award for Excellence in Education"

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INSTITUTION: Southern University

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SP012 428

COMPETENCY/PERFORMANCE-BASED APPROACH TO STUDENT TEACHING

by Earline Morgan Simms, Ph.D.

Summary

The Office of Professional Laboratory Experiences, directed by Dr. Van Ray Fields, who is assisted by Drs. Geraldine Y. Scott and Earline M. Simms, Coordinators of Elementary and Secondary Student Teaching, respectively, has developed and implemented a Competency/Performance-Based Student Teaching program, which culminates the sequence of laboratory experiences for the student pursuing undergraduate study in the College of Education at Southern University in Baton Rouge, Louisiana.

The program, developed by Dr. Simms, was in response to the 1975 Fall Semester student teachers' request that consideration be given to designing a procedure which emphasizes: (1) providing more structured and meaningful activities during the observation period; (2) bringing consistency into the cooperative practices of directing the observation and participation experiences in student teaching; and (3) defining clearly stated objectives of what students are expected to accomplish during their student teaching period.

Development of the program included identifying fourteen (14) crucial teaching competencies cited most often in the professional literature, restating each competency in performance terms, and developing an individual learning module for each performance objective. Each module, a self-contained instructional unit with all of the goal facilitating activities outlined, is designed primarily to give the student a sense of purpose and direction toward the kinds of objectives (teaching competencies) that he is

expected to achieve with the assistance of his cooperating teacher and his clinical professors.

To accompany the fourteen modules is a Student Teaching Handbook which is designed to bring consistency in the viewpoints and practices of the cooperating teacher, student teacher, and the clinical professor. It specifies the behavioral objectives to be performed by the cooperating teacher, and by the student teacher. It provides a basis for objectivity in discussions and for common standards for evaluation of outcomes. The student teacher, the cooperating teacher, and the clinical professors are aware of the competencies to be achieved. Evaluation of the student teacher, a cooperative endeavor, is based upon the extent to which the student teacher progresses toward the objectives. This progress is indicated on a rating scale which contains fourteen teaching competencies stated in terms of performances under which are listed behaviors to give evidence that such performances are demonstrated. These competencies are listed under the category of Instructional Objectives. The student rates himself and is rated by his cooperating teacher, and by his clinical professor on a continuum from 1-(Poor) to 5-(Superior). The traditional grade of A, B, C, D, or F is assigned. The letter grade is determined by the extent to which the student continues to progress toward achievement of overall objectives as reflected in his overall rating average (3=C, 4=B).

Student teaching at Southern University is an all-day involvement for one full semester. The average enrollment for the fall semesters for both elementary and secondary majors is 200, while the enrollment for the spring semesters approaches 350. Some of these students are assigned to the University Laboratory School, but the majority are placed in twenty-seven high schools and thirty-seven elementary schools.

Comprehensive Explanation and Analysis

Based on recommendations made by student teachers attending the final evaluative session of the 1975 Semester Seminar, a plan was developed to give more structure to the student teaching experience. This plan encompassed identifying teaching competencies from the professional literature and restating each in performance terms.

During the Fall Semester of 1975, Dr. Simms developed fourteen modules designed to aid student teachers in accomplishing the 14 major teacher-competencies identified under the Instructional Aspects of Teaching. Each module is a self-contained instructional unit with all of the facilitating activities outlined so that the student teacher can expeditiously work toward developing the needed skills to demonstrate his mastery of the specified teaching act.

A rating scale was also developed during the 1975 Fall Semester to be used as an Evaluation Guide for Student Teachers' Progress Toward Performance-Based Objectives in Student Teaching.

The Office of Professional Laboratory Experiences Team felt that the use of the Modules in the student teaching experience had potential value in helping to develop competent teachers and agreed to implement the program on a pilot basis during the 1976 Spring Semester.

Method of the Pilot Study. During the 1976 Spring Semester, a sample of 20 student teachers were selected from a population of 290 elementary and secondary student teachers. These twenty elementary and secondary student teachers were assigned to qualified and certified cooperating teachers in their respective grade or subject matter areas. The clinical professors assigned to these participants agreed to acquaint them and their

cooperating teachers with the modules and to encourage them to participate in the pilot program. This was done.

From the same population a second group of 20 student teachers was selected as a control. These 20 student teachers, along with the remaining 250 student teachers, did not have access to the modules.

The following instruments used for collecting the data were designed:

1. Student Teacher's Self-Rating Competency Scale
2. Southern University College of Education Guide for Student Teachers' Progress Toward Performance-Based Objectives in Student Teaching
3. Cooperating Teacher's Opinionnaire
4. Clinical Professor's Opinionnaire

Clinical professors visited the experimental student teachers regularly in the classroom setting and held bi-weekly seminars that focused on activities outlined in the modules. Student teachers in the control group were also visited by their clinical professors regularly and attended a total of 3 small group seminars. However, the content of the modules was not discussed.

Throughout the semester, the experimental cooperating teachers attempted to articulate for the student teacher the goals of the student teaching program through their own observable behavior.

The student teaching performance of both the experimental and the control group was rated at three different intervals by the cooperating teachers and the clinical professors.

Both groups of student teachers responded to the Student Teacher's Self-Rating Competency Scale at the end of the student teaching experience.

The experimental cooperating teachers and clinical professors responded to an Opinionnaire on the use of modules in student teaching.

The Analysis of Variance was used to analyze differences in the cooperating teachers' ratings of the experimental group and the control group. The analysis of variance was also used to analyze differences between the experimental student teachers' and control student teachers' self-ratings on teaching competencies.

The responses of the cooperating teachers and the clinical professors who supervised student teachers using the modules were reported in percentage form.

Responses to the Opinionnaire by clinical professors who did not use the modules were also reported in percentage form.

Summary of results of the Experiment. On the basis of the results of the study there appeared to be a relationship between the utilization of the modules, student teachers' knowledge of teaching competencies, and supervising teachers' ratings of student teachers on progress toward mastery of those competencies. The following results emerged from the study:

1. Student teachers using the modules had a more positive attitude toward their student teaching experience than did the control group.

2. The experimental student teachers rated themselves higher on knowledge of desired teaching competencies than did the control group.

3. The experimental student teachers were rated consistently higher by their cooperating teachers on progress toward mastery of performance objective than were their counterparts in the control group.

4. Cooperating teachers using the modules felt that they were educationally sound, but felt that they (the cooperating teachers) needed further orientation.

5. Clinical professors were generally in favor of using the modules.

Planning Activities. Feedback from those cooperating teachers, student teachers, and clinical professors who participated in the pilot project indicated a need for further orientation. Moreover, data provided by these participants indicated a strong need for an in-service workshop for the purpose of training cooperating teachers in using the modular approach in demonstrating pupil-teacher interaction, analyzing teaching, stating objectives in behavioral terms, designing learning activities conducive to achievement of objectives, and in evaluating in terms of specified goals.

Through federal funds provided to the College of Education, the Office of Professional Laboratory Experiences designed a two-day Seminar for all cooperating teachers who planned to participate in the Southern University Student Teaching Program during the Fall Semester.

The Seminar was held on Monday and Tuesday, June 28 and 29, 1976, in W. W. Stewart Hall. Two professors who have worked in the area of Competency/Performance-Based Teacher Education, Dr. James B. Boyer and Dr. Richard P. Manatt, were the major consultants.

Dr. Boyer, Professor of Education in the Department of Curriculum and Instruction at Kansas State University, had as his major thrust during his presentation and active involvement in the action laboratories, "Systematizing Teaching and Learning".

Dr. Manatt, Director of Professional Laboratory Experiences at Iowa State, was concerned with "The Role of the Cooperating Teacher in the Competency/Performance-Based Approach to Student Teaching."

Additionally, the faculty members within the departments of the College of Education served as facilitators and presenters in the various work-sessions.

Clinical professors had the opportunity to meet with their respective subject area cooperating teachers and carry them through the modules, as well as explain new procedures, rating scales, and the grading system to be used with student teachers.

During the Fall of 1976, the Competency/Performance-Based Student Teaching Program was fully implemented. A Student Teaching Handbook reflecting the new emphasis in the student teaching program was also developed. The goals of the student teaching experience were specified in terms of observable behavior to be performed by both the cooperating teacher and the student teacher. Also included in the Handbook were a description and purposes of the student teaching program, policies relative to admission, description of subject matter, grade level and large group seminars, criteria for the selection of cooperating teachers, cooperating teachers' compensation, grading and attendance policies in student teaching, as well as the roles and responsibilities of the student teaching team.

Objectives and Goals. The goals of the student teaching experience are specified in terms of observable behavior to be performed by both the cooperating teacher and the student teachers. The cooperating teacher is expected to demonstrate his ability to promote learning, or, at least, demonstrate those behaviors known to promote it. On the other hand, the student teacher is expected to demonstrate that he has necessary entry level skills and has acquired a level of competency which will enable him to perform the essential tasks of teaching. Therefore he is characterized as one who: (1) Applies those criteria that contribute to desirable teacher-student rapport; (2) Demonstrates a command of his subject matter; (3) Considers pertinent factors in selecting course content; (4) Plans,

organizes, and uses time effectively; (5) Shows versatility in selecting and utilizing appropriate teaching materials; (6) Uses creative and meaningful methods to motivate students; (7) Employs a variety of effective techniques for communicating with students; (8) Conducts his classroom according to democratic procedures; (9) Provides for individual differences; (10) Utilizes questioning strategies that contribute to students' using varying levels of thought processes; (11) Uses strategies that prevent discipline problems; (12) Designs and implements learning activities based on needs; (13) Assists students in study activities; and (14) Evaluates on the basis of specific instructional objectives.

Internal Personnel Involved. The Office of Professional Laboratory Experiences is staffed by a director, one elementary and one secondary coordinator of student teaching in their respective areas. From the Department of Elementary Education, eight (8) faculty members are provided release time to supervise student teachers; from the Special Education Staff, four (4) are given release time, and from the Department of Secondary Education, release time is made available to thirteen (13) faculty members.

Faculty members who instruct only undergraduate students teach fifteen semester credit hours which is a full load. If he is released to supervise student teachers, his credit load hour is reduced by 3 semester hours for every six student teachers he supervises. A faculty member instructing a combination of graduate and undergraduate courses is responsible for twelve semester hours. If he supervises student teachers, the above formula is applied to him. Faculty members who teach only graduate courses are responsible for nine hours, and they too are released to work with student teachers according to the six student teachers-three hour semester credit equivalency formula.

All faculty members employed at the University Laboratory School are certified cooperating teachers and do supervise at least one student teacher per semester.

External Personnel. There are approximately one hundred and seventy-five certified cooperating teachers and librarians employed in the East Baton Rouge School system who cooperate regularly with the Southern University Student Teaching program. In surrounding parishes there are an additional twenty-five.

Budget. The budget for the Office of Professional Laboratory Experiences only includes the salary for the director, while salaries for the elementary and secondary coordinators and their supporting clinical professors are paid through their respective departments. These funds are made available through the allocation and appropriation of state funds for the academic year. Within the budget for the College of Education, funds are allocated for travel in the amount of approximately $2,000.00 per year. With the implementation of the Competency/Performance-Based Student Teaching Program, all clinical professors are required to visit each of their student teachers a minimum of four times. Thus, all of the travel funds allocated to the College of Education are used to pay the travel expenses incurred by clinical professors at a rate of 16¢ per mile.

Cooperating teachers external to the University Laboratory School are compensated at a rate of $100.00 per student teacher per semester. Laboratory School teachers are not given extra compensation.

Summary of Budget. Cooperating teachers are compensated at approximately $40,000.00 per year. Clinical professors are reimbursed for travel in the approximate amount of $4,000.00 per year. The two day seminar designed for

the purpose of orienting cooperating teachers to the Performance-Based Student Teaching Program cost approximately $1,000.00 which were made available through federal funds.

Contribution to the Improvement of Teacher Education. Based on emperical data gathered from student teachers during the 1976 Fall Semester and the 1977 Spring Semester, the use of the modules in the supervision of student teachers appears to have a predictuble and measurable effect on the students' attitude toward student teaching, knowledge of desirable teaching competencies, and progress toward mastering these competencies. The relationship may be caused by the need of these students for structure, which is met by the completeness of the individual learning modules with performance objectives specified and facilitating activities listed, as well as other supporting materials.

Reaction of Participants. An overwhelming majority of the student teachers, faculty members, and cooperating teachers are in favor of the Competency/Performance-Based Approach to student teaching.

The National Council for the Accreditation of Teacher Education (NCATE) in its validation study listed the program as one of the University's strengths.

Personnel directors from numerous school systems have been impressed with the products, and also acclaim the program. Interviewers from all over the United States have come to the campus to interview prospective teachers. Many have been hired.

Evaluation Methods and Results. Several instruments were used to evaluate the program. Among these were the:

1. Student Teacher's Self-Rating Competency Scale. (included in the appendices)

2. Southern University College of Education Guide for Student Teachers' Progress Toward Performance-Based Objectives in Student Teaching (not included in appendices, but described in the comprehensive explanation)

3. Cooperating Teacher and Clinical Professor's Opinionnaire (included in appendices)

Empirical data collected on these instruments indicated that the development and implementation of this approach was a worthy venture.

Recommendations for Others Planning a Similar Program. Others contemplating planning a similar program should do so only if it is in response to a need which can be met best through this means. Additionally, the faculty support must be gained, for the success of the project will depend, in large measures, on the extent of their belief or agreement with the undergirding principles involved. And finally, implementation of new programs generally requires finances which are, for the most part, controlled by central administration. Perhaps, the starting point for gaining support should begin there.

APPENDICES

STUDENT TEACHER'S OPINIONNAIRE
ON THE USE OF HANDBOOK AND
EVALUATION GUIDE IN STUDENT TEACHING

DIRECTIONS: Using the following codes, indicate the extent to which each statement reflects your opinion of the use of the Student Teaching Handbook and Evaluation Guide (Rating Sheet) in Student Teaching.

1-Strongly Agree; 2-Agree; 3-Not Sure; 4-Disagree; 5-Strongly Disagree

HANDBOOK

1. The Handbook was helpful to me in gaining an understanding of my responsibilities as a student teacher.	1	2	3	4	5
2. The Handbook was helpful to me in gaining an understanding of the role of the Officials in Professional Laboratory Experiences, the Clinical Professors, Principal and Cooperating Teacher.	1	2	3	4	5
3. The Performance-Based Objectives provided me with direction which was of benefit to me during my student teaching experience.	1	2	3	4	5
4. As a result of the objectives presented in the Handbook, I was better able to assess my performance as a student teacher.	1	2	3	4	5
5. The grading and grades section of the Handbook were helpful to me in determining my final grade in student teaching.	1	2	3	4	5

6. SUGGESTIONS AND/OR COMMENTS:

_____

_____

_____

EVALUATION GUIDE (RATING SHEET)

1. The Evaluation Guide was very comprehensive in that it covered all aspects of those activities I engaged in during student teaching.	1	2	3	4	5

2.	The Evaluation Guide was helpful to me in assessing my strengths and weaknesses as a student teacher.	1	2	3	4	5
3.	The Evaluation Guide served as a means to motivate me to improve my teaching techniques and practices.	1	2	3	4	5
4.	The Evaluation Guide gave me direction during student teaching.	1	2	3	4	5

5. SUGGESTIONS AND/OR COMMENTS:

_____

_____

_____

OPINIONNAIRE ON THE USE OF THE
MODULES IN STUDENT TEACHING

DIRECTIONS: Using the following code, indicate the extent to which each of the statements reflects your opinion of the use of the modules in supervising student teachers.

1-Strongly Agree; 2-Agree; 3-Not Sure; 4-Disagree; 5-Strongly Disagree

1.	I am in favor of using the performance-based modules in student teaching.	1	2	3	4	5
2.	Student teacher's role is clearly defined in the modules.	1	2	3	4	5
3.	Modules created a closer cohesion between student teacher, supervising teacher, and clinical professor.	1	2	3	4	5
4.	Clinical professor and cooperating teacher have a more accurate means of evaluating.	1	2	3	4	5
5.	Modules give needed structure to the Student Teaching Program.	1	2	3	4	5

6. Check one:
My position is

____ a. Cooperating Teacher ____ b. Clinical Professor

STUDENT TEACHER'S SELF-RATING ON
KNOWLEDGE OF TEACHING COMPETENCIES

DIRECTIONS: Using the following code, please circle the number corresponding to the response which most accurately describes your agreement with the statements relative to your student teaching experiences.

1-Strongly Agree; 2-Agree; 3-Not Sure; 4-Disagree; 5-Strongly Disagree

1.	As I began my observation period of Student Teaching, I was aware of those teacher actions which contribute to pupil acceptance of a teacher.	1	2	3	4	5
2.	I was cognizant of my cooperating teacher's actions which contributed to pupil acceptance and/or rejection of him/her.	1	2	3	4	5
3.	During the observation period I was able to identify those pupils who reacted especially well to my cooperating teacher, as well as those who reacted less favorably.	1	2	3	4	5
4.	I could identify reasons why I thought pupils reacted as they did to the cooperating teacher.	1	2	3	4	5
5.	Following a structured procedure, I was able to analyze the instructional activities of my cooperating teacher.	1	2	3	4	5
6.	During the early weeks of my student teaching assignment, I was provided with activities through which I could evaluate my knowledge of my subject matter area.	1	2	3	4	5
7.	I was provided with activities that gave me the opportunity to work toward improvement in those areas of my subject matter where I was weak.	1	2	3	4	5
8.	I was aware of those factors that should guide the classroom teacher in the selection of course content.	1	2	3	4	5

9.	I observed my cooperating teacher use specific examples of factors that should guide teachers in selecting course content.	1	2	3	4	5
10.	My cooperating teacher provided me with the opportunity to observe and examine a variety of instructional materials used by him/her.	1	2	3	4	5
11.	I was provided with a checklist that helped me plan effectively and efficiently.	1	2	3	4	5
12.	In each of my lessons I stated my specific objectives in terms of observable or measurable behavior on the part of the pupils.	1	2	3	4	5
13.	I had my objectives, lesson content, and teaching procedures clearly in mind and on paper.	1	2	3	4	5
14.	I was aware of motivational techniques which may be utilized by a classroom teacher.	1	2	3	4	5
15	I observed my cooperating teacher use a variety of motivational techniques to encourage pupils to develop interest in and enthusiasm for learning.	1	2	3	4	5
16.	I was provided with activities which enabled me to evaluate me on communication skills by listening to playback tape recordings of my student teaching.	1	2	3	4	5
17.	I was aware of individual differences among pupils in the classroom and of their different modes of participation.	1	2	3	4	5
18.	I demonstrated my awareness of how the pupil power structure operates within the classroom by drawing a sociogram of each of the classes for which I later assumed full teaching responsibility.	1	2	3	4	5
19.	I utilized the implications that the sociograms provided in establishing democratic classroom procedures.	1	2	3	4	5
20.	I was aware of techniques through which I could provide for individual differences among the pupils whom I taught.	1	2	3	4	5

21.	I observed my cooperating teacher utilize techniques to provide for individual differences among pupils.	1	2	3	4	5
22.	I was aware of the various questioning techniques.	1	2	3	4	5
23.	I observed my cooperating teacher demonstrate techniques of skillful questioning.	1	2	3	4	5
24.	I was aware of constructive and preventive approaches to discipline problems.	1	2	3	4	5
25.	I observed my cooperating teacher utilize preventive and constructive approaches to discipline.	1	2	3	4	5
26.	I was aware of techniques of remedial instruction.	1	2	3	4	5
27.	I observed my cooperating teacher identify, analyze, and diagnose learning difficulties encountered by at least one pupil.	1	2	3	4	5

COOPERATING TEACHER'S OPINIONNAIRE
ON THE USE OF MODULES
IN STUDENT TEACHING

DIRECTIONS: Using the following codes, indicate the extent to which each statement reflects your opinion of the use of modules in supervising student teachers.

1-Strongly Agree; 2-Agree; 3-Not Sure; 4-Disagree; 5-Strongly Disagree

1.	My consent to accept and work with a student teacher(s) from Southern University indicates my willingness to operate within the frame of reference of its philosophy of teacher education.	1	2	3	4	5
2.	The rationale for the use of modules in student teaching seems to be educationally sound.	1	2	3	4	5
3.	I understand the purposes of the modules to be used with student teaching.	1	2	3	4	5
4.	The modules will give me direction and purpose in supervising student teachers.	1	2	3	4	5
5.	The modules will allow me to be more objective with my discussions and evaluation of student teachers.	1	2	3	4	5
6.	I am willing to perform those behavioral objectives designed to demonstrate specified teaching competencies outlined in the modules.	1	2	3	4	5
7.	I am willing to exhibit for my student teacher those behaviors known to promote learning as listed in the modules.	1	2	3	4	5
8.	Knowing that the clinical professor has the legal and official responsibility for assigning the final grade for the student teacher, but that he/she considers my evaluation of the demonstrated performance of the student teacher in my classroom, I shall rate him/her according to progress toward the achievement of specified performance objectives set forth in the modules.	1	2	3	4	5

9.	The modules were explained adequately for my needs.	1	2	3	4	5
10.	There should be a follow-up workshop on the use of the modules in student teaching.	1	2	3	4	5
11.	I am looking forward to supervising student teachers using the modules.	1	2	3	4	5
12.	The consultants' presentations were relevant to my needs.	1	2	3	4	5
13.	The Action Laboratories were relevant to my needs.	1	2	3	4	5
14.	Overall, the workshop was a professionally rewarding experience.	1	2	3	4	5